

PHARMACEUTICAL EDUCATION AS A FACTOR IN PROMOTING SUCCESS IN THE VOCATION.*

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It may seem rash for one to risk the chance of obtaining a hearing for a paper upon a subject about which so much has been written; education has been treated from so many points of view that it would seem impossible to say anything new or put what has been said in a new light. The only apology the author makes for his apparent rashness is that he believes in the virtue of reiteration. To each generation, to each new group of prospective students, to the large group of those who are looking toward pharmacy with more or less enthusiastic expectancy of prestige and opulence—to each, a repetition of what has been said over and over again is not out of place. I should be glad to see in each annual session of this Section of the A. Ph. A. a paper on this subject of education, even though it should undergo, as is likely, a criticism of such of the captious as are too ready to denounce such a subject as hackneyed.

Just a word, in passing, in reference to the so-called drug business. At the last meeting of the Kansas Pharmaceutical Association the audience listened to a number of those who bemoaned the weakness of pharmacy to uphold the reputation it deserved. When pharmacy had become much disfigured and lowered by repeated undervaluation from those of a certain gloomy temper of mind, a Topeka druggist arose and said, in substance, "Gentlemen, I have listened to all of this pessimistic oratory about the drug business but I want to say there is no other business under heaven I would rather be in. I have been in pharmacy all my life, I have been offered what seemed to be higher positions, from bank president to corporation leadership, but there is no business where a man can put into it a personality and individuality that will bring as great rewards as in the pharmaceutical vocation." This was from a college-bred man who had had a systematic training and a good intellectual coefficient to start with. It is needless to say that these remarks from a practical druggist, who could speak with considerable authority, were not only stimulating, encouraging and constructive but an inspiration to the newer element in the ranks of pharmacy.

This paper is not intended to be argumentative. Proof, for the doubting, is available in every Dean's office. It is obvious to the educator that success in pharmacy is largely dependent upon proper education. Testimony of this fact often comes from students themselves. At the risk of prolixity I may give one such testimony to show how success came in pharmacy, from unexpected quarters, through the qualifications gained through the class room and laboratory. To a student after graduation a position was offered as drug inspector at a meager salary. It was not long before he occupied the position of assistant chief of food and drug inspection which he was found capable of filling; his final promotion came through the channel of the drug business, and he is now one of the leading pharmacists of one of our largest western cities.

The educator and the student are not alone in furnishing testimony, but the trend of legislation is quite confirmatory, of which anyone will be convinced by scanning the various state pharmacy laws and the requirements of the Government

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of those who would apply as pharmacists in its service. The various examining boards in the different states, and the National board, by its requirements, show clearly what education means—that it is practically necessary not only for the success of the candidate, but essential to the success of pharmacy as a vocation, as well.

I feel assured that any calling whatsoever on the average will yield what one puts into it. When Webster was a young lawyer he took a case of a poor blacksmith. After looking in vain through all the law books in the available libraries, he ordered at an expense of \$50.00 the necessary books and charged the blacksmith \$15.00, thus losing apparently \$35.00 in cash beside his time, but, in the course of years, this investment in so much education was returned to him a hundred-fold.

Personal experience with students, prospective and others, shows that there is a common lurking of fear of a possible lack of opportunity for them in the unknown future—opportunity that will just fit in with just the amount of training in which they propose to invest. It is often difficult to persuade the candidate that an intellectual surplus is not only not wasted but of much value to insure success. It should be said in this connection that there comes a time in every life, worth while, when success will turn upon the *reserve power* of the individual stored up in mental energy *held in reserve*. Prominent men in the industrial and economic world have accomplished marvels with their reserve power. They are able to meet unexpected situations and solve unexpected problems—problems that are not always in the textbooks. If one expects the rewards in pharmacy he should think it worth while to fit himself to meet the unexpected. If he is not willing to pay the price for the training, or the skill—if he does not strive to make good deficiencies of early training—he may, in all probability, follow a routine which has a rather doleful outlook. As before stated, one is most likely to get out of life what he puts into it. A noted writer has well said one cannot take out of his life what he has not put in, any more than he can draw out of a bank what he has not deposited.

The individual who will go to the expense of time and energy to acquire the reserve power referred to—mental energy to meet the test of ability in emergencies—will find that pharmacy has a broader outlook than it is frequently conceived to have; that its scope is not entirely confined to the dispensing of drugs and medicines. It will include many other allied avenues of service. Many of the graduates of our pharmaceutical colleges are now occupying highly responsible positions in hospitals, food and drug laboratories and commercial laboratories. In many unexpected directions pharmaceutically trained men find fields of usefulness, but, in every avenue, education will be found to be the most important factor in securing success.

IODINE FOR GOITER AND TO STIMULATE PLANT GROWTH.

The Greeks, centuries ago, burned sponges and prescribed the ashes as a cure for goiter. In sections of this country iodine, in some form, constitutes a daily dosage, it is said, even the

animals being given their daily portion. And now the effect of sodium nitrate as a stimulant to plant growth is said to be responsive to the iodine in it, and provisions are being discussed to keep the iodine in this commercial salt and not deprive it of its iodine when intended for fertilizing purposes.